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ABSTRACT

This report outlines the major purposes, goals, functions, organization staffing and future directions of the Office of Commuter Services at the University of Maryland, College Park. It is a description of what presently exists and what needs to be done. Appendices include job descriptions, commuter utilization of selected services on campus, evaluation forms and an off-campus housing questionnaire. (MJM)

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Designing and Implementing A Commuter Services Program

A MODEL FOR CHANGE

Mark W. Hardwick & Martha P. Kazlo

Commuter Research Report #3-73

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INTRODUCTION

This report outlines the major purposes, goals, functions, organization, staffing, and future directions of the Office of Commuter Services. It is a description of what presently exists and what needs to be done.

RATIONALE AND ASSUMPTIONS

Rationale

An investigation into the conditions of life for the commuting students on the College Park Campus of the University of Maryland need only to be cursory to discover that major changes are needed in the way the University attempts to bring the best educational experience to the student who happens to be a commuter. The Student Life Commission of 1972 and the Vice President's Commission Report of 1965 reported the following on Commuter Life:

> " ' The fact which strikes us most clearly is that although we are a predominately commuter University, most of the resources of the institution are used in furthering the well-being of the residents. We understand that this is true because it is a simpler, and more convenient thing to do... To service the needs of the commuter is a less convenient and more difficult task. But it is one to which the University must address itself, or it must stop paying lip service to the idea of the commuter welfare lest it risk hypocracy. The University must put its money, its influence, and its heart where it says its interests are.'

Since 1965, the situation has not changed. All of the same problems such as parking, traffic on campus, student lounges, study areas, lunch rooms, and locker facilities are still there, and are much more pressing. The University must now make a commitment to the commuting student.

This commitment can best be carried out through adequate funding and staffing of an Office of Commuting Student Affairs. Such an office should have a three-fold function.

1. The first responsibility of the Office of Commuting Student Affairs would be the function of organizing and assisting commuters in identifying and solving problems faced by the commuter population, and devising methods to help the commuters to take full advantage of the educational opportunities at their disposal. This part of the Office would be the action arm of the Commuter Affairs Office.

2. The second function of the Office would be the establishment of a National "clearinghouse" for Commuter programs. At the present time, there are very few colleges and universities that have any program aimed at commuting students. One of the reasons for the dearth of such organizations is that few institutions know what to do about the problem. Those few programs that are in existence are isolated from one another, and it becomes difficult to generate new ideas as a result. If one school develops an effective program, it stands alone, and others are left to fend for themselves.

To help generate ideas within the Student Personnel profession, but more importantly, to help to find the best programs for the College Park Campus, we recommend that the University establish a regional, and perhaps national "clearinghouse" for commuter programs and ideas. Such a clearinghouse will help to generate ideas at other universities, and provide a pool or programs which will help to support our own program staff as they work with the commuting population at the University of Maryland.

3. The third function of the Director and Office of Commuting Student Affairs would be to identify where and when the campus and the University can and should be engaged in community, state, and county dialogue, and lobbying on matters pertinent to the commuting student. Much of what is determined by governmental agencies is particularly important to the student who comes to the campus daily and goes home again. They are more severely affected by local, county and state laws and planning than is the student residing on campus. The Director of Commuter Affairs would have as a particular responsibility, identification of where these matters are in consideration, how they affect the commuter, what the University's response should be, and possibly by the articulater of that response."

The committment to the commuting student was begun this year when the Office of Commuter Services was developed. This office was established as a flexibly organized, project-oriented unit with a three fold charge for the initial year of operation. Consistent with the general charge stated by the Student Life Commission, the three part operational charge included the following:

1. Organize and administer to the non-residential population short-range services and support from general University resources;
2. Evaluate the needs of commuter students and then plan and develop long-range services and programs of particular relevance to the non-residential population; and
3. Develop and implement an organizational and operational format responsive to the particular characteristics of the non-residential area.

During the first year of operation a "phasing" into or evolving model was used to establish our existence. Such "phasing" has caused both positive and negative consequences for the office. On the positive side the "phasing-in" helped to avoid problems associated with an attempt to anticipate conditions and situations without substantial data and experience. On the negative side, it led to the creation of an office which did not have the resources such as a secretary or operating budget for three months of operation. Some of these problems have been corrected, but out of expediency have caused other problems which will be detailed later in the report.

Assumptions

The Office of Commuter Services makes certain assumptions about students and the impact of commuting on their educational experience. The following concepts form the theoritical rationale for our operations:

1. Time concerns of commuters

Time-related concerns may be more important to commuters than educational concepts such as selecting classes and majors. The problem of "time" affects the commuter in nearly all phases of his life as a student -- from how much time he must plan to spend in finding a parking space, to what clubs and activities in which he can become involved.

Time is spent just getting to and from the University; in addition, upon arriving on campus, the commuter often requires extra time to find a parking space and then to walk to frequently distant classrooms.

Over 60 per cent of the commuters work in addition to attending the University. Research indicates that commuters who hold jobs work longer hours than residential students. Furthermore, over 57 per cent of commuters listed financial reasons as the major reason for commuting, which lends credence to the hypothesis that commuters spend some of their time working to provide funds for tuition and other expenses.

Because they have work schedules, many commuters select courses on the basis of class meeting times rather than course content. The result is that these students sacrifice academic interest for academic expediency. Scattered morning, afternoon and evening classes impose a hardship and an obstacle to academic pursuit for commuter students as compared to most residential students who can "come and go" to class with relative ease.

Because of the several time presses mentioned above, time to study becomes a heavily-weighted concern. Commuters find that study time must be planned a week at a time in order to cover regular assignments. Additional planning is required if several papers and tests fall within the same week. For the student with a regulated time commitment, such as work, family responsibilities, etc., a wasted time period may have significant consequences.

It is difficult for the commuting student to participate in extracurricular activities because of the many other daily priorities. Over 60% of the commuters report no involvement in any extracurricular activities. Much of the extracurricular program at the University is planned for the mid-evening hours when it is assumed that most students are not in class. For the commuter, attending an evening speakers series may require spending an extra four to five hours on campus, loss of pay, lessened study time, an extra meal to be purchased, and/or late arrival home.

The time factor has consequences for the student not only in his day-to-day life, but also in the amount of time taken to complete a degree. The small amount of research available indicates that the commuter student often takes longer than the usual four years to complete a baccalaureate degree. This is because he simply has more tasks and responsibilities to fit into a given day or week than does a residential student. For example, a commuter working almost full time and spending two hours commuting and finding a parking space daily spends as much time on these tasks as a residential student will spend both studying and going to class.

In addition to this, the commuter must go to class, study, assume family responsibilities, and hopefully have time for relaxation. More specifically, it may be difficult for the commuter student to fit required courses into his schedule, and thus it takes him more semesters to complete them. With many other responsibilites, the commuter may also be forced to take a limited number of hours which further slows progress toward an academic degree. Consequently, it is not uncommon for a commuter student to require an extra year or more to meet the requirements of an University degree.

In conclusion, a commuter student's time must be considered most restricted and precious to meet the realistic goals of a well-rounded educational experience and a college degree.

How many hours per week are you employed?

Not employed - 36.9%	11 - 20 hours - 22.8%
1 - 5 hours - 4.6%	over 20 hours - 28.0%
6 -10 hours - 7.8%	

How long does it take you to get from home to campus?

Less than 10 minutes - 16.9%	30 minutes - 1 hour - 23.0%
11 - 20 minutes - 30.0%	over one hour - 2.9%
21 - 30 minutes - 27.1%	

2. <u>The Divided Life</u>

The commuter student leads a life in which his emotional-social development is divided from his intellectual development. The latter is within the jurisdiction of the University, while the former, by default, still revolves around home. Student development philosophies espouse the total social, emotional, and intellectual development of a student as he spends four years at a university. For the commuter, much opportunity for growth in interpersonal relations is lost because of the immediate demands of time and schedule. But, more important opportunities for growth experiences are lost in the gap between home and school.

Socially, we know that at least 50 per cent of a commuter's current friendship group is composed of friends "left over" from high school. Rarely do commuters meet new friends outside of the classroom setting -- a setting which hardly lends itself to relaxing social activity. These conditions inhibit social growth by denying commuter students opportunities to experience new people with varying life styles and backgrounds. | lounge space

Emotionally, the divided life provides a strain for the commuter. He must resolve the difference between the University where he is expected to be independent and adult; and the home where he is expected to remain dependent and "one of the children".

Models of student development include as an important developmental vector the concept of striving for independence. One can readily see the movement toward this goal by a student who leaves home and moves to the campus. However, the commuter cannot rely on physical separation from his family to make the transition to independence. He may be holding down a job, going to school full time, and perhaps contributing to his family's support; all of which he may view as moving toward an independent life style. On the other hand, his family may perceive no need for change in relationships, even though he has assumed increased responsibility. Thus, the commuter may be faced with adult responsibilities while sensing no progress toward personal independence.

Another aspect of this same dilemma is the necessity for the commuter to deal with a flood of new values and opinions. He is likely to be less free to examine and experiment with new ideas. It is often the case that the commuter must totally repress emerging opinions in the home situation where they would receive little support and thus cause tension in the family rather than broaden social perspectives.

Intellectually, the commuting student may be receiving extraordinary stimulation by comparison to his high school academic challenges. However, it seems that he has relatively few opportunities to integrate this new mind-expanding experience with what seems to be a static social and emotional environment.

The new task of going to the University, accepting employment responsibilities and still living at home merely results in new pressures for the commuter, without providing outlets for social relaxation or exploration of independence and self-expression.

3. The Need for Independence

The commuter has a need to begin to develop a direction for himself which is separate from his family's direction. In fact, it seems that a large portion of commuters would like to live someplace other than at home with their families. About 49 per cent of the commuters surveyed said they would prefer to be living in residence halls. Unfortunately, the option of living in a residence hall is not financially feasible for many commuters. Fifty-seven per cent of the commuters surveyed said they attended the University of Maryland out of economic necessity.

4. The Need for Identification

Because of the commuter's divided life he may have a problem identifying with anyone or anything at the University. Most University programs are oriented toward the residential student by virtue of their timing or their content. A commuter who may have the desire to participate or to enter fully into the mainstream of University of Maryland student life may feel disenfranchised. He may have difficulty finding a "niteh" in which he is comfortable socially.

In addition to the problem of the commuter identifying to any significant extent with a new peer group, there is the problem of building meaningful relationships with University faculty and staff. Very few people on campus have specific responsibility for working with commuters. Because there is a limited staff to facilitate social interaction for commuters, the lone commuter is unlikely to be agressive enough to seek a new social circle different from his high school friends who remain in the area.

5. The Need for Interaction

With little feeling of independence of identity with the University, the commuter is inhibited in the sound development of intellectual and social relationships. Therefore, the time he spends at the University may be void of any meaningful interaction with the University's personnel or environment. The problem is worsened by the general time press the commuter feels when he tries to coordinate job, school, and family activities.

6. The Need for Information

Part of the reason that interaction with the University and its resources is so difficult is a severe lack of information. No proven, effective, inexpensive way to communicate with commuters has been developed.

The residential student has the time and the resources readily available to obtain information and be provided with answers to questions. The commuter who has restricted University contacts will miss many of these opportunities. While the residential student develops a personal security in a densely populated student community, the commuter often finds himself less certain and more alienated toward the University.

MODEL FOR COMMUTER SERVICES

Goals and Objectives:

1. To provide the opportunity for physical, intellectual, social and emotional growth and well being of non-residential students at the University of Maryland.
2. To enhance the quality of the physical environment by increasing the usuable recreation areas, open space and campus facilities available to the non-residential student so that commuters will be able to take fuller advantage of the educational opportunities provided by the University.
3. To foster effective participation in Student Affairs planning and development through increasing awareness of other University departments and outside community or government agencies to the needs of the commuter student population.
4. To develop an effective communication network between commuting students and University offices so that offices will become more responsive to verified student needs.
5. To develop and maintain adequate local and national research data on the non-residential students needs, concerns and educational experiences.
6. To establish and maintain the economic viability and social responsiveness of the non-residential student organizations such as University Commuters Association, Interfraternity Council and Panhellenci Council.
7. To increase the quantity and quality of services available to the commuter who will be living in Off-Campus Housing facilities.
8. To develop and support more committment and attention to the commuter problems of transportation; for example, bike paths, parking, traffic congestion and mass transit.
9. To design and offer services to meet the unique needs of the various subgroups within the non-residential student population, e.g. the commuter living with parents, the married student, the long distance commuter, the veteran, the handicapped student, etc.
10. To identify where and when the campus and the University can and should be engaged in community, state and county dialogue and lobbying on matters pertinent to the commuting student.

Specific Functions:

1. To advocate for students.
2. To assist students.
3. To assess commuter problems and needs.
4. To foster campus planning and environmental management to meet commuter needs.

Population to be served (Based on Fall Semester 1973 statistics)

17,714 undergraduates residing off-campus, of total undergraduate population of 25,165; full-time and part-time graduate students totalling 6,677 or total commuter population of 24,411 or 74% of the student population.

Staff

Director, Assistant Director, Director of Greek Life, clerical support (Job descriptions contained in Appendix A).

Development of Commuter Services Concept:

The Director draws extensively on the expertise from existing agencies, raising the awareness and sensitivity of these agencies so that these services can become more effective at solving the special problems found within the commuter community. Examples of these departments whose staff could realistically augment and support the Commuter Services Office are as follow: Counseling Center; Career Development Center; Financial Aid; Community Services Office; Health Center; Student Union; Physical Plant operation of Campus Planning, Motor Vehicle Administration and Motor Pool and others.

In addition, liaison will be established as needed with appropriate Campus Senate and Student Government Committees; Prince George's and Montgomery County Human Relations office; Consumer Services office; Landlord-Tenant committees; State Department of Transportation, Maryland National Park and Planning Commission and such other governmental agencies as may be appropriate in meeting commuter student needs.

Experiences this year indicate the priority communication and contact pattern with the following agencies:

1. Student Affairs: *
   a. Vice Chancellor Office - development of policies, plans and philosophy of Commuter Services.
   b. Student Affairs Cabinet - Resident Life, Minority Student Affairs and Student Health and Development
   c. Counseling Center (Research and Planning and Development)
   d. Career Development
   e. Student Development

2. Administrative Affairs:
   a. Campus Planner and Master plan consultant
   b. Motor Vehicle Administrator
   c. Motor Pool

3. Community Agencies:
   a. State Department of Transportation
   b. Maryland National Park and Planning Commission
   c. Council of Governments
   d. METRO - D.C. Transit

* Note: See Appendix B for results of data collected from departments providing services for commuter students.

Organization

The enclosed organizational chart reflects the various areas of responsibility within the Commuter Services Office. In the areas of serving commuter students' needs the principles which guide the Office's development are:

1. Pragmatism - The present functions of the Office can be used to systematically experiment and evaluate needed programs.
2. Flexibility - Assume the necessity of structures and services that are adaptable to change.
3. Team approach to management - Although there will be considerable overlapping in both interest and function of the individual professional, each of the areas of responsibility will have one staff member assigned who will be responsible for coordination and implementation of specific projects. On the following page an organizational chart outlines the responsibilities for specific operating areas in the Commuter Services Office.

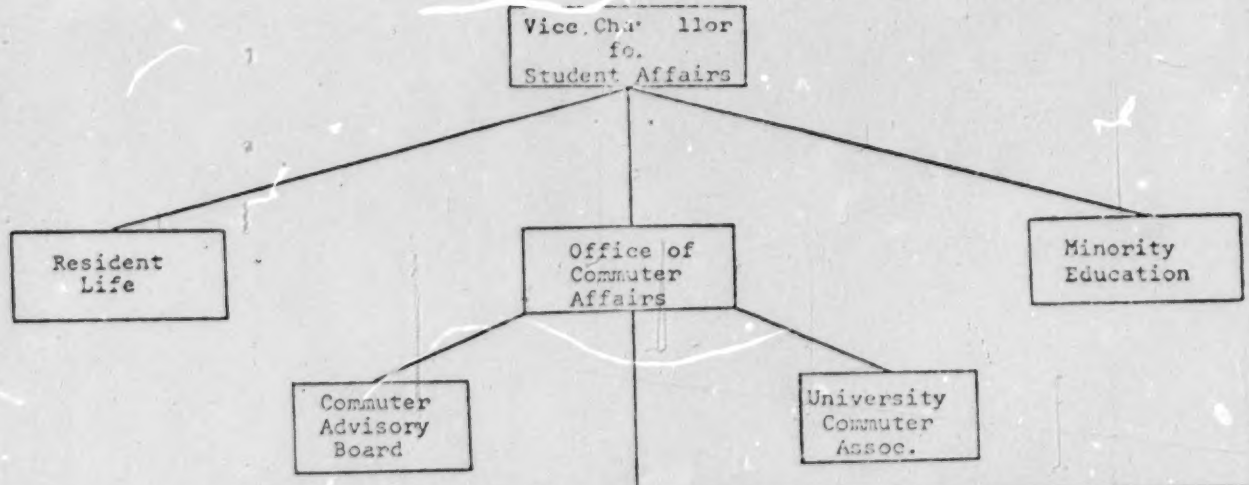
Personnel Policies

The Commuter Services Office has been in the process of developing a personnel system that a) assures fairness and equity in salary levels b) develops and implements EEEO objectives c) assures proper hiring, training, evaluation and job advancement d) creates clear and understandable target objectives used in six month evaluations for staff e) provide the kind of working climate, time and resources that encourage each employee to improve his job related skills and to achieve their goals for personal and professional growth. f) procedures for hiring of staff follows fair and equitable procedures which specify job responsibilities and job qualifications and evaluations g) provide clearly understood and fair grievance procedures and advancement scales.

Personnel Problems

As mentioned earlier the "phasing in" of the Office has caused severe problems as follows:

1. Cannibalizing secretarial help from Student Development Office for six months.
2. No operating budget for three months of operation.
3. Transference of Off-Campus Housing Director to Commuter Services. This results in one person reporting to two Supervisor's which is a questionable management policy because it fosters conflicts of responsibility and accountability.
4. No budget for Greek Affairs and Off-Campus Housing caused difficulty in assessing cost effectiveness and efficiency.
5. One secretary for 3.5 full time employees professional staff has put undue burden on a very competent and professional secretary.
6. The creation of an office without any labor and assistant budget was unfortunate.



Greek Life

- Liaison with National, Local Alumni, House Corporation, and Fraternal Organizations
- Advisement of IFC & Panhel
- Assistance to 21 sorority and 24 fraternity chapters
- Develop and implement sound management procedures for system and houses
- Coordinate Health, Safety & Environmental Inspections

Research Center

- Data Collection
- Profile Analysis of Needs
  - -Academic
  - -Services
  - -Facilities
  - -Personality
  - -Social
  - -Financial
- Development of National Clearinghouse on Commuter Services
- Transportation Studies

Advocacy and Assistance

- Establishment of Work Board
- Initiate new publications
  - -General Information and Services
  - -Married Student Handbook
  - -Student Housing Guide
- Development of volunteer Peer Assistance & Advising teams
- Development of Commuter Services Outposts in high commuter density areas
- Serve as Commuter Ombudsman
- Continued Expansion of commuter Student & Parent Orientation Programs

Transportation Services

- Evening Shuttle Bus Services
- Transportation for tours & field trips
- Ride Board Exchange
  - -Local
  - -State
  - -National
- Car Pool Registry
- Preferred Car Pool Organization & Implementation
- Promotion & Development of Bikeway System to & on campus
- Promotion of increased Bus & Mass Transit Service to U. of Md.

Off-campus Housing

- Publication of Information Housing Guides
- Development of expanded Housing Referral lists
- Liaison with landlords and tenants
- Development of landlord/tenant information sessions
- Development of evaluation forms on housing units

Evaluation

Commuter Services Office has developed a management by objectives approach to planning and evaluation. Six month target objectives have been developed for each staff member whose performance is evaluated on the ability to accomplish the projects. Objectives are developed and reviewed monthly by the staff. Also, weekly staff meetings are held to communicate information, assess problems and plan future activities. The evaluation process focuses on results and methods, not on personality traits. Thus, the objective form is used to set short and long range objectives which provides data for a fair and equitable assessment of a staff members performance. For more detailed information, examine the Behavioral Systems Analysis form, Commuter Services Objective Report and the Employee Appraisal form in Appendix C.

Future Directions

1. To provide basic service to commuters:
   - adequate parking
   - improved transportation to campus (bikeways, mass transit)
   - improve food service delivery to commuters
   - recreational facilities
   - security devices - increased lighting
     bus to parking lot
   - overnight dorms
   - locker storage
   - lounge space
   - off-campus housing services
   - emergency car service

2. Expand evaluation of needed services to commuter sub-populations such as, veterans, handicapped, married students, etc.

3. Expanded information and Communication network
   a. Off-Campus Booklet
   b. Commuter Hot-Line
   c. Develop regular contact with the Diamondback and Precis and provide these papers with notices and information of particular interest to commuter students. Explore the possibility of a regular Commuter Action Line to appear in the Diamondback.
   d. Develop and expand availability of writing booklets and information on renting off-campus housing.

4. Housing
   a. To transfer the responsibilities and functions of the Director of Off-Campus Housing to the Assistant Director of Commuter Services.
   b. Expand the existing off-campus housing listing facilities especially in the area of rooming houses. (See survey on Off-Campus Housing Appendix D)
   c. Develop forms to periodically record an evaluation of individual housing units by tenants and landlords.
   d. Increase awareness of Human Relations Office in instances of discrimination.

5. Orientation
   a. Foster the working relationship with the Orientation Office for comprehensive programs of Student and Parent Orientation.
   b. Develop an ongoing orientation program for Commuter Students and their parents.
   c. Develop and implement an orientation program for graduate students and married students.

6. Employment and Finances
   a. Establish a Work Board Service providing space for listing both "work available" and "work needed" with particular emphasis on off-campus and part-time short-term employment opportunities for commuters.
   b. Enlist the assistance of knowledgeable faculty to prepare brief articles on money management, family budgeting, consumer education and similar financial topics for serial publication in the Diamondback.

7. Continued expansion and development of the National Clearinghouse on Commuter Programs.

8. Population Research -
A basic and continuing function of the Office of Commuter Services would be to initiate studies of needed services, psychological and demographic nature in order to generate a resource of data for use in determining and addressing priority needs of commuting students.

9. Commuter Services Outposts - The thrust of this project is to establish several "branch offices" of Commuter Services manned by volunteers who would advise and assist commuters. These outposts would be established in regional areas of high commuter student density. Obvious examples of such areas are local apartment complexes. The chief objective of the outposts would be to provide a convenient location for University related programming for commuter students.

10. CIC.
Org Dev.

Appendix A - Job Descriptions

Appendix B - Commuter Utilization of Selected Services on Campus

Appendix C - Evaluation Forms

Appendix D - Off-Campus Housing Questionnaire

DIRECTOR OF COMMUTER SERVICES
FOR NON-RESIDENT STUDENTS
University of Maryland, College Park, Md. 20742

Job Description: Director of Commuter Services

GENERAL STATEMENT OF DUTIES:

Development and coordination of all aspects of special Student Affairs services to undergraduate, graduate and part-time non-resident students at the College Park campus of the University of Maryland. The Director will be responsible for the administration of the Commuter Service Office and for establishing/maintaining effective relationships with other University departments and the 24,411 student clientele.

SUPERVISION RECEIVED:

Office of Commuter Services for Non-Resident Students is under the direct supervision of the Vice Chancellor for Student Affairs, and the Director is a working member of the Student Affairs Cabinet.

SUPERVISION EXERCISED:

Supervise the work of such professional and classified staff as may be directly assigned to the Office of Commuter Services. Further, supervise the work and coordination of other specialized staff assigned to the office.

RESPONSIBILITIES:

Start

Insert A

1. Supervise staff and work with organized student governmental groups working in the area of non-resident students. University Commuters Association, Panhellenic Council and Inter-fraternity Council.

2. Develop long-range plans and continue research on the profile and needs of non-resident students, apartment dwellers, true commuters, married students, graduate students, Greek students, etc.

3. Develop programs designed to meet the needs of the non-resident student population, based on experience, research, and student input.

4. Work with Student Affairs staff and students to develop ongoing programs of internal evaluation of the non-resident student program.

5. Serve as the institutional representative and advocate for non-resident students.

6. Prepare annual budgets in support of the Commuter Services Office and supervise the expenditures of allocated funds.

7. Establish policies and procedures in cooperation with other Student Affairs Departments and other departments for the effective operation of the Commuter Services Office.

8. On behalf of the Office of Commuter Services, recruit, interview and recommend appointees to professional staff; recruit, interview and make appointments to classified staff.

9. In cooperation with other concerned University agencies, identify other departmental staff to work in and with the Office of Commuter Services.

10. Develop a public relations and orientation program for parents and students or prospective students who, by virtue of their residence fall within the concerns of the Commuter Services Office.

11. Develop constructive relationships with governmental agencies in College Park and surrounding municipalities in which students reside.

12. Identify, develop and institute services responsive to the needs of the non-resident student population.

13. Identify and develop working relationships with University departments outside Student Affairs which will promote more effective functioning of the (Commuter Services Office) i.e. Physical Plant, Campus Police, Motor Pool, Motor Vehicle Administration, etc.

14. Maintain overall supervision and responsibility for all aspects of the Commuter Services Office, such as Office of Off-Campus Housing, Office of Greek Life, Research & Evaluation Unit & Communications Service

15. Maintain Student Affairs liaison with various University committees and organizations concerning commuter students' needs.

University of Maryland
College Park

Job Description: ASSISTANT DIRECTOR OF COMMUTER STUDENT AFFAIRS

General

The Assistant Director of Commuter Affairs is a staff position, responsible for the coordination of research projects, Off-Campus Housing service and service development to meet the expressed needs of commuter students.

Supervision

The Assistant Director reports to the Director of Commuter Student Affairs and is accountable to him for the efficient and effective accomplishment of the specific functions and responsibilities listed below, and others as assigned.

Responsibilities

1. To provide administrative direction and generate interinstitutional support and funding for a National Clearinghouse and Research Center on commuter students and services designed to meet their needs.

2. To gather data and develop research reports on the characteristics and needs of commuters at the University and provide direction for new services and existing services.

3. Responsible for the effective administration of the Off-Campus Housing Service. Establishes guidelines and procedures for the operation of this service and directly supervises office staff and is available to counsel students and parents and confer with landlords.

4. To provide assistance and establish on-going administrative support to the University Commuters Association and the Commuter Affairs Student Advisory Group.

5. To involve and help facilitate the meeting of commuter students' needs by bringing together those service and program agencies within the community who can provide for the many unmet needs of commuters.

UNIVERSITY OF MARYLAND
College Park

Job Description: DIRECTOR OF GREEK LIFE

General

The Office of Greek Life is a newly created and organized model for University response to the system of fraternity and sorority organizations. In an effort to combine all functions into a single office, the Director of Greek Life will be responsible for the development and coordination of program and management aspects of Greek Life for the 24 fraternities and 21 sororities associated with the University.

Supervision

The Director of Greek Life will report to the Director of Commuter Student Affairs who reports to the Vice Chancellor for Student Affairs. Within the Office of Greek Life, the Director will supervise the work of professional, clerical and student staff that may be directly assigned to that office.

Responsibilities

1. Be responsible for supervision and coordination of all aspects of Greek Life on the campus, assuring an equitable support and response system to both sororities and fraternities which may have many separate and individual needs.

2. Work with and supervise work with organized student governing groups within the fraternity and sorority system such as the Panhellenic Council, Interfraternity Council, Greek Week Committee, etc.

3. Prepare annual budgets along with priorities and objectives for the Office of Greek Life, and supervise the expenditure of allocated funds.

4. Investigate and develop plans for a possible cooperative management system for Greek organizations.

5. Develop resource files of information on rush, house management, financial management, etc.

6. Plan for and implement a series of workshops for fraternity and sorority organizations aimed at leadership development, sound fiscal operation, organizational development and management techniques.

7. Work with an advisory committee to evaluate and define the functions of the Office of Greek Life. This committee would be charged with insuring that the Office is meeting the needs of the fraternity and sorority student population based on experience, research and student/alumni input.

8. Serve as the institutional representative and advocate for and between the various publics with which the fraternity/sorority community is concerned; e.g. the University administration, the faculty, national fraternity and sorority organizations, alumni, and the College Park Community.

9. Facilitate an appropriate response of agencies within the Student Affairs Division to the fraternity/sorority system, whether that be the Office of Student Development in planning and implementing programs for organizational development or leadership training; or the University Program Board in planning concerts.

10. Identify and develop constructive and supportive relationships with University departments outside Student Affairs which will promote a more effective functioning of the fraternity/sorority system, e.g. Physical Plant, Campus Police, etc.

Fall 1972 Registration

Undergraduate population:	Residents	8,431	32%
	Commuters	17,734	68%
Total Student population:	Residents	8,682	26%
	Commuters	24,411	74%

(Commuter defined as students not listing 20742 as zip code)

Commuter Utilization of Selected Services on Campus

	Percentage of Clientele	Estimate of the % of the commuter population served: 7/72 - 7/73
I. Career Development Center: (Data from 7/1/72 - 12/30/73		
Students advised: commuter 463	69.1%	
resident 207	30.9%	3.6%
Students registering for on campus interviews: commuter 393	73.0%	2.2%
resident 119	22.1%	
II. Office of Student Development		
Group Programs (7/72 - 4/72)		
commuter 126	66.0%	0.5%
resident 63	33.0%	
Community Service Programs (9/72-2/73)		
commuter 109	42.0%	0.75%
resident 156	58.0%	
III. Office of Greek Affairs (Data from 9/72)		
Commuter fraternity members: 290	30.3%	1.1%
Commuter sorority members: 177	19.6%	.7%
IV. Reading and Study Skills Laboratory (Data from 1971-1972)		
Commuters using lab: 741	63.2%	3.0%
Residents using lab: 431	36.8%	
V. Health Center (Data from survey 3/26/73-3/30/73)		
Commuters served: 370	52.0%	Unknown
Residents served: 396	48.0%	
VI. Student Union (Ages from SU survey on last day of class, fall semester, 1972)		
Commuters using building:	59.0%	See S.U. data, last page
Residents using building:	41.0%	
VII. Office of General Undergraduate Advisement (Data from pre-registration period: 3/2/73 - 4/6/73)		
Commuters: 43	59.7%	
Residents: 29	40.3%	

The above data suggests that only a very small percentage of the students make use of the listed services, with the exception of the health center. Considering the percentage of commuters in the total population, the commuter students use all services even less frequently than do resident students. This commuter lack of use is contrary to research done at the University of Maryland and elsewhere; research findings indicate that commuters are more interested in utilizing available services than are resident students.

Lack of information concerning availability and type of service, and inconvenient locations and times seem to be the major factors contributing to this extremely low utilization of needed services. This suggests that all University personnel should re-examine their individual priorities with a heightened sensitivety to commuter needs. Because it is much more difficult to establish effective communication with commuters, the needs of commuters are usually neglected.

Employee Performance Appraisal Form

Purpose is to answer two questions:

1. How well are you handling your present work?
2. How can you be helped to do your job better?

Areas to be Evaluated

I. Results
- A. Quality of Work
- B. Quantity of Work
- C. Objectives Report Review
  - . Accomplished
  - . In progress
  - . Developed
  - . Improvements Instituted
  - . New Ideas or Innovations

II. Methods to Obtain Results
- . How accomplishments are achieved?
- . Special Problems - solved
  - unsolved
- . Why failing or succeeding?

III. Personal Qualifications
- . Strengths . Weaknesses

IV. Action
- . Corrective . Supportive

V. Current Status

BEHAVIORAL SYSTEMS ANALYSIS

NEED

Overall Problem	
Defined general need	
Staff and Material Required	
Verification of need (i.e., research, how was need identified?)	

OBJECTIVES

Terminal Objective/s	
Observables to be measured in terms of objectives	
Criteria for measurement	
Minimum Acceptable Objectives	

How is the objective/s related to the verified need?

POTENTIAL PROBLEMS

Real-world limiting conditions	
Present Behavior	
"Pet Solutions"	
Their effectiveness in the past	
Predicted Behavior after Application	

ALTERNATE SOLUTIONS

Our Present Solution

Solutions solicited from others
in-group
out-group

Selection Process
Explain Why the Present Solution
Was Chosen Over Over Others

Should more data be gathered on the present solution?

IMPLEMENTATION

Schedule of Events

The Manner of Collecting
Performance Data

Approximate man-hours required	Approximate Cost	Expected Outcomes	Is the Outcome/s worthwhile in terms of costs, time spent, etc.

EVALUATION

1. Was there a conformance or discrepancy between all of the objectives initially specified and the final performance that was actually obtained?

2. In what ways should this program be modified to improve its efficiency?

COMMUTER AFFAIRS OBJECTIVE REPORT

Name of Writer	Department	Date

OBJECTIVE TARGET: AREA OF CONCENTRATION (Check One Only)

Management/Business	Program Area: Creative or Continuing Program	Personal Area	Service Area (Problem Solving)
___ Personnel ___ Fiscal ___ Operations/ Procedures ___ Routine/ Administrative	___ Student ___ Faculty ___ Community ___ All of the above	___ Professional Growth ___ Research	___ Product ___ Coordinating Resources ___ Service

OBJECTIVES: (How will this new program/procedure lead to improvement of present situation?)
(What is this experience designed to accomplish?)

HOW DOES THE OBJECTIVE RELATE TO THE FUNCTIONS OF COMMUTER SERVICE?

SPECIAL MATERIALS REQUIRED, LEADERSHIP RESPONSIBILITY, SETTING FOR THE EXPERIENCE, AND SUPPORT REQUIRED:

TARGET DATES: APPROXIMATE TIME NEEDED TO ACCOMPLISH OBJECTIVE. SPECIFY DEADLINE.

EVALUATION: (What procedures will be used to measure whether or not we have achieved the objectives of this project?) i.e. questionnaire, pre-test, post-test evaluation